

AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

Vol. XIX.

ST. LOUIS, MAY 9, 1886.

No. 5

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AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XIX.

ST. LOUIS, MAY 9, 1886.

No. 5.

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AMHERST, MASS., you know, is one of the most attractive and delightful towns in the country. The tenth session of the Summer School of Languages will open there July 5th. Twenty-one teachers. The very atmosphere is a literary and cultured one. Drop a line to Prof. W. L. Montague for further particulars. You will be not only delighted, but greatly profited by a few weeks at this Institution in Amherst.

Yes, we have plenty of the *Bulletins* of the meeting of the National Teacher's Association, to be held in Topeka, July 13, 14, 15, and 16th.

An interesting programme will be given. Send for full particulars.



St. Louis, May 9, 1886.

J. B. MERWIN Managing Editor
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PROF. G. L. OSBORNE,
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PROF. ANTHONY HAYNES grows enthusiastic over the prospects of a great meeting of the State Teacher's Association of Missouri, at Sweet Springs, in June. Good music, good papers, good company, etc.

THE intelligent, patriotic Senate votes \$77,000,000 for schools by 36 yeas to 11 nays—more than THREE TO ONE, you see.

These senators know the necessity for this action too. They do not vote for unconstitutional or unnecessary measures. We are proud of this company.

COMPETITIVE Examinations are being held for older pupils, as well as teachers, in many counties of this State.

Prof. J. F. Arnold of Jasper county has created a great interest in this matter, by his careful, judicious methods, and great good will result to all interested. We wish every county in the State would adopt Prof. Arnold's Methods.

WE are among those who believe it is economy to pay such wages for teachers as will command the best thought, and will bring to the school-room experience, ability and talent, and hold it there.

THIS \$77,000,000 of money for educational purposes, would do much to promote intelligence and industry—to unite all to build up and maintain an intelligent, law-abiding citizenship, that Congress could say with Shakespeare.

"It is an earnest of a further good That we mean to all."

PROF. ANTHONY HAYNES, Pres. of the State Teacher's Association, says Prof. Chas. E. Ross will be at Sweet Springs several days before the meeting, to receive all packages which may be sent to his care. All packages sent directly to Mr. Ross must have express charges prepaid, as no appropriation has been made by the Association to meet such expenses.

THE school-room is not only the place to teach reading, spelling, arithmetic and the other branches, but it is pre-eminently the place to vitalize conscience and to infuse noble ideas.

THE Bulletins of the National Educational Association are now ready. We shall be glad to send them to all interested.

SCHOOL-officers will see at once the justice and propriety of re-engaging their teachers who have done good work. They know the pupils and their peculiarities, and will be worth more this year than ever before in the schools. If an advance of wages should be given, the mass of the taxpayers never would feel it, but the individual teacher would not only appreciate it, but be stimulated to do still more and still better work. We believe it is economy and justice both, to increase the wages of faithful teachers. It stimulates to better work, and teachers need the money to keep posted on the new books showing better methods; the pupils and the people get the benefit of all this too.

WRITE to President N. A. Calkins, New York City, or to J. B. Merwin, Managing Editor AMERICAN JOURNAL OF EDUCATION, St. Louis, for copies of the Bulletins of the meeting of the National Teacher's Association, to be held at Topeka, July 13, 14, 15, and 16th.

If you want to take a trip to the mountains of Colorado, write to J. W. Morse, Gen. Pass. Agent of the Union Pacific, at Omaha, or to the Gen. Agent, J. F. Agler, St. Louis, Mo., for circulars of reduced rates.

DR. BENJ. ST. JAMES FRY delivers the Baccalaureate Sermon at the Annual Commencement of the Western Conservatory of Music, at Rolla, Missouri, Sunday Evening, May 23d, at 8 o'clock; and J. B. Merwin, of St. Louis, Managing Editor of the AMERICAN JOURNAL OF EDUCATION, delivers the Annual Address before the Graduating Class at the Opera House, Wednesday evening, at 8 o'clock.

WHAT do you think of the teachings and sentiment of the article on "Subject, or Pupil?" by Anna C. Brackett on page 5.

GET the taxpayers interested in the work you are doing in the schools.

CROPS are good, and a little increase of wages to all our teachers will be a good move.

How many of the teachers of Missouri are making arrangements to attend the State Teachers' Association at Sweet Springs, June 24-25 and 26.

We need the counsel, inspiration and practical suggestions of all. We need to create a public sentiment which will carry forward the good work now being done to more and more efficiency, and to more practical results?

BETTER Institutes and larger meetings of those interested in Education are to be held this year than ever before. Be sure to go, and if you can get some of the school officers, and the people to go too; they will be interested, and a good point will be gained.

E. N. A., you observe, on page 7, thinks teachers should teach morals.

INTEREST the people in your work in the schools.

We educate by the contact of mind with mind. That contact is secured through the media of living men, by lecturing, conversing and examining in any way they please, as well or better than by each student reading a text book.

A STRONG DOCUMENT.

THE Fourteenth Annual Report of the Commissioner of Education, most admirable in all respects, just issued, brings the record of education in the United States up to June 30, 1884.

"The efforts of the office to collect all available data bearing upon education, in which efforts the teachers and school officers of the country have so widely co-operated, are manifestly beginning to result in safer generalizations touching the various phases of instruction. Clearer views and more intelligent counsels are observable with respect to the most critical problems that have been under consideration. The forces that control education are better organized than formerly, the discussions in the meetings of the teachers are characterized by greater breadth; and the teachers in the different parts of the country are brought into closer sympathy and greater demonstrations of educational forces are rendered possible."

THERE is, in round numbers, in the Treasury of the United States, a surplus of \$285,766,682, and no bonds to pay until after 1890. We are not poor. The \$77,000,000 ought to be circulated at once for schools, as per provisions of the Blair Bill.

LOCAL READING CIRCLES.

THERE is not only great hope, but great help promised by these Reading Circles. It will not all come in the particular directions anticipated—but when the people see the teachers and their friends gathering from week to week to pursue some advanced line of study, they will see that such teachers will soon be worth vastly more, not only as teachers, but as men and women, in the community.

Teachers, in a general way, need to be able to lead off in all directions, for the improvement of their pupils and the community where there may be located.

Here follow some specific directions from the Board of Directors of the Illinois Circles, which may be of value to others who are working up in this direction.

DUTIES OF SECRETARY.

1. To report promptly to secretary of Board of County Managers the name of the Circle, the names of its members, and to remit the membership fees.
2. To distribute all circulars, notices, etc., to members.
3. To give notice of extra meetings, and generally to do whatever may promote the efficiency of the Circle.

MEETINGS.

The Directors suggest that in their judgment meetings should be held at least once every two weeks, and that these meetings should be made as helpful as possible to the members. The Board of Directors earnestly solicit the cordial co-operation of the teachers in carrying on this work.

The plan has received a very warm greeting in nearly every county in the state; but the work is yet to be done. We hope to see a Circle organized in every school district in Illinois. Address all communications, "Illinois Teacher's Reading Circle, Decatur, Illinois."

SARAH E. RAYMOND,
MARY W. EMERY,
JOHN W. COOK,
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G. R. SHAWHAN,
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Any teacher or other person in the State of Illinois may become a member of this Circle by forwarding his name to the Board of Managers of his county, together with a pledge to faithfully pursue the prescribed course of study and paying a fee of twenty-five cents for this year, and for future years such fees as may be decided upon.

There is the whole thing in a nutshell.

"Any teacher or other person," tells the whole story, and includes all.

We hope a large portion of the all—especially the young people—will join and read, and get good and do good.

LONGER TERMS.

OUR terms of school, especially in the country districts, are all too short. Schools should be continued nine months in the year. The terms in the cities are nine or ten months where it is possible to effect a close organization so that pupils attend regularly and continuously. In the country the terms are not only very short, but the attendance is very irregular, so that if the term runs three months of 24 days to the month and six hours a day, pupils are absent so much even of this short time, that it cuts the time they spend at study down to a very short space.

The *Chicago Tribune* protests as follows against another holiday, saying:

There is universal complaint that the time given to schooling each year is too limited. The schools are open but forty out of the fifty-two weeks of the year and for about five hours per day for five days in each of the forty weeks.

The usual legal holidays are to be subtracted from this, and so must this new school-inspector created holiday. Whether the action of the Board of Education is due to political demagoguery or ignorance is not clear.

MISSOURI PRESS ASSOCIATION.

THE programme of the Annual meeting of the Missouri Press Association, which takes place at Mexico the 11th and 12th of May, will include papers on the following subjects:

The Profession of Journalism from a Business, Moral and Social Standpoint, by Walter Williams, Boonville *Advertiser*.

Editorial Ethics, by Capt. A. A. Lesueur, Lexington *Intelligencer*.

The Editorial Department, by D.

C. Kennedy, Springfield *Leader*.

The Advertising Department, by Theo. D. Fisher, Farmington *Times*.

The Duty of the Press During Preliminary Canvasses towards Candidates for Public Position, by R. M. White, Mexico *Ledger*.

Journalistic Personalities, by W. D. Crandall, Brookfield *Gazette*.

The Duty of the Press toward Education, by J. B. Merwin, Managing Editor AMERICAN JOURNAL OF EDUCATION, St. Louis.

Should Newspapers follow or lead Public Opinion? by J. E. Payne, Independence *Sentinel*.

The Necessity for Local Organization, by Lewis Lamkin, Gallatin *Democrat*.

The Independent and the Dependent Press, by Pet Thompson, New Cambria *Herald*.

If the House of Representatives will pass the Blair Bill, appropriating \$77,000,000 to the cause of education, it will, as Shakespeare says, make this nation

"A principality,
Sovereign to all the creatures on the earth."

INDUSTRIAL EDUCATION.

THE Blair Bill has many features to commend it, says the *St. Louis Globe-Democrat*, to the judgment of those who think that the interests of society are promoted by educating the people, and among these good points is one that has not received the attention it deserves, perhaps because the subject itself is not understood to such an extent as to afford a proper appreciation of its importance. The bill provides for

INDUSTRIAL EDUCATION, a phrase of somewhat indefinite significance, this depending in no small degree upon the user.

We are fortunately, not left in the dark as to the intention of the Senators on this point, for one took pains to explain fully what was in his own mind, by referring to the extensive growth of manufactures of various kinds, and the need existing for a training that should recruit the numbers of workmen and provide for a greater degree of technical skill in future.

Opportunities for acquiring a knowledge of any particular handicraft are in this country so numerous and favorable that some will be thereby led to doubt the necessity for

SPECIAL TRAINING of the kind indicated, but every circumstance points to the conclusion that the nation is yet in its industrial infancy, and as, in our growth, we shall be forced to compete with the world in every article we manufacture, common prudence and ordinary foresight suggests that we can best do so when our skilled labor is brought up to the highest attainable state of efficiency.

It is in some quarters asserted that

such a thing as a general industrial training is an impossibility, for the reason that every trade and even every tool is a specialty, and in any conceivable scheme of industrial training must be treated as such.

But while there is force in the objection, it should not be forgotten that quickness of eye and dexterity of hand are obtainable through a system of industrial training in almost any specialty, and skill thus acquired in one can be made applicable in other lines.

The appropriations in behalf of industrial training are directly in accord with the sympathies of the age and the wishes, spoken and unspoken, of the larger part of our people, and should have a powerful influence in forwarding the bill in public favor.

In the South, particularly, there is no such thing as industrial training in any direction and yet no section of the country is more in need of such training or in a better condition to profit by it if a practical system should be put fairly in operation. The Southern States must look forward to a great

INDUSTRIAL FUTURE.

and their people are at last beginning to comprehend the fact. There is no reason why, in twenty years, the manufactures of the South should not increase fifty fold, and such a result is not only to be desired, but to be expected also.

In order, however, to the fulfillment of the expectation, the men of the Southern States should not depend upon immigration to bring them the skilled labor they will need, but must rely on educating their own sons to industrial pursuits.

THE BLAIR BILL.

presents a method of assisting the South in the laudable work of promoting its own material welfare, not only in the present but in the future, as far as the benefit of education extends, and if the people of that section are wise they will see in this piece of legislation an opportunity not to be slighted.

CURRENT EVENTS.

As to Current Events which are so fully stated and so ably discussed in the *Globe-Democrat* and *Weekly New York World*, which we send as Premiums to our subscribers with the AMERICAN JOURNAL OF EDUCATION, the great German economist, Friederich List, said, when about to emigrate to the United States:

"I shall leave my books behind me. They will be of no use to me in a country where events are following each other so rapidly in the development of an empire of trade and civilization."

This shows our teachers the importance of familiarity with the current events which the newspapers give.

HOW IS THIS?

WHY is it that the girls are all walking off with the first prizes?

In Mississippi, in Illinois, in Ohio and Indiana, and now down at Cape Girardeau Normal School in Missouri, a special telegram says:

"The declamatory contest in the Southwest Normal last night resulted in Miss Ella Finney getting first prize, and S. P. Suggett the second. The prizes were in cash, and there were ten contestants."

The new *Scientific Temperance Text Books*, just adopted by the unanimous vote of the Board of Education in St. Louis, say—we quote the exact words—that the person "who smokes or chews tobacco, is not so good a scholar as if he did not use the poison. * * Cigarettes are, small but they are very poisonous. Tobacco stunts the growth, hurts the mind, and cripples in every way the boy who uses it. * * If you want a mind that can study, understand, and think well, do not let alcohol and tobacco have a chance to reach it."

Such is the scientific teaching!

Do the young men who compete in these contests, drink beer or smoke, and so get beat?

How is this?

SUBJECT, OR PUPIL?

ANNA C. BRACKETT.

IT is amazing to see with what lack of insight certain facts are stated and accepted as educational axioms. It seems to be quite sufficient in the domain of Education to have the wildest statements made two or three times with a positive air, to see them at once accepted and acted on by the great majority of parents—and, alas! of committees and teachers.

It would seem as if, in all these years, since the time when the Jesuits first formulated some approximation to the idea of a modern school, the world might have arrived at some general acceptance of certain primary truths with regard to the mind of a child, and what school education ought to be supposed to do for him; and, furthermore, that methods and processes would then have been based upon these truths and kept based upon them, so that there should be some faint trace of method in our madness. But in fact, schools and their practical details seem always to lie in the region of variable winds, even if they be not situated in a deadly belt of calms. They are much less to be counted on than the Spring winds which, this year, at any rate, may be pretty confidently asserted to be from some point between dead north and dead east. The result is, that everything fluctuates continually, till we are ready to elect old Gonzalo for our captain, and cry with him:

"Now would I give a thousand fur-

longs of sea for an acre of barren ground, long heath, brown furze—anything"—so long as it will give us some solid ground for our foothold.

It seems to me that, in the present state of things, any principles, no matter how few, by the light of which we may examine our daily methods, may be valuable if plainly stated; and I give two which I think are worthy of being called axioms.

The first: *The object of all school education is the exercise and training of the mind, and not the acquisition of facts.* In fewer words, it is wisdom, not knowledge. Many facts will be gained on the way. It is to be hoped that they will be so gained. It is in and by their acquisition that the training is to be compassed; but in any broad view of school education, the fact remains that they are only means and not ends. If we steer our course by this cardinal principle, we shall not go far wrong. Trying our ways and modes by it, we shall find that it will settle every doubtful point, both of teaching and of managing.

And the second principle, really an offshoot from the first, is: *Give your whole attention to the child's mind, and not to the subject you are teaching.*

It is astonishing that more people do not practically realize that the child-mind and the adult-mind are so different in their ways of working that they seem almost to be of different natures.

If we are teaching adults it is quite right for us to think primarily of the subject. But if we are teaching children, it is absolutely wrong. This is one great reason why so many fail in teaching children, and why we have so many children every year coming out of our schools as helpless as when they went into them. This error lies at the foundation of schools where what is known as the lecture-system prevails to any extent. This same error arranges a school for children in departments like a college, and employs specialists as teachers. It is all wrong. It is perfectly correct in a school for adults to have specialists. It is entirely wrong in a school for children. The business of the specialist is with his subject. Like the specialist in medicine, it is a matter of comparatively small importance whether the patient operated on recovers or dies. If the operation has been excellent and perfectly performed, it is all right. It is asserted that an eminent oculist once said that he had "spoiled a hat full of eyes," in learning to perform the operation for cataract—and that seemed to him only a simple fact. If an oculist is to learn how to perform the operation, he must necessarily have eyes to experiment upon. And if the special teacher is to produce excellent results at the end of the term—I mean results which can be exhibited and ad-

mired right then and there—he must have children's minds to manipulate as instruments for his exhibition. But this is overturning the proper order of things. If we lecture to, or teach adult minds, we should properly give our whole attention to the subject we are unfolding. But again and again, when we are teaching children (and by children I mean persons up to the ages of fifteen or sixteen) our whole attention should be bent upon the mind with which we are dealing. The subject is our tool only. What we are to watch is the effect of the subject on the minds with which we are in contact. Are they active, clear, expanding, grasping, happy? If so, all right—the subject may be left to take care of itself. That is a matter of secondary importance. Are they indolent, misty, confused, contracted, discontented? We must use our tool in another way.

This principle may be of advantage to some teacher who is puzzled and discouraged. Let me assure her that it is the "open sesame" of the profession and the key to success.

WHAT IS PROPERTY?

HERE you have it—a specific, practical definition of property. What do you think of it?

In his lecture on the "Reign of the Common People," Mr. Beecher says: "*Property is matter mixed with brains!*" So that our schools you see, our education, have to do with creating property.

Property is something that a man can use. Here is an ash tree, a magnificent sight, but of what good, what help to man?

It gives the birds a cathedral in the air, to cattle a comforting shade in summer, but to men what good? Nothing, until it is hewn down and sent to the mill. Then it becomes a chair, a couch, a table; it is converted to the use of man. Then it becomes property.

A certain sum may represent it, but it is not it. So then it may be said that *property is matter mixed with brains*, and ignorant folks have got no brains to spare, but intelligent people have, and so it comes to pass that intelligence, educated intelligence, is fruitful in the production of property.

I think that if this goodly State of Illinois had \$100,000,000 in gold, and could put it out during the lifetime of a generation at ten per cent and no stealings [laughter], that at the end of thirty-three years, if it were put back into the treasury of the State, with an addition of ten per cent interest, the State would not then have as much valuable property as it would have if that \$100,000,000 had been used in

SCHOOLS FOR THE LABORING MEN. For when you educate a farmer, you educate his stock, his crops, you increase his producing power, and the value of the property he invests in.

When you educate mechanics you educate better products, finer things for the market.

When you educate men you educate all the material around about that comes under their hands. Put your guano on the brain—that is the way to make good farmers.

Now in Europe this has been slowly found out. Take France, she has been ever deficient in the care of her peasants in the outlying provinces; but she has been very wise in educat-

ing her workingmen—the superior classes. She has had schools opened for them for centuries. And her manufactured products, her finer manufacturers, show the result of her wisdom.

There is a lesson for the United States in this. According to the new political economy of certain parties it is announced that the value of an article is the amount of the time and labor expended upon it. If so, a blunderer ought to get the highest pay. But it is not so. The highest intelligence, producing the highest result, ever gets the highest pay.

Is not this all true?

SOMETHING BETTER.

Certainly our teachers deserve something better for their valuable work than the following which we clip from an exchange:

"When teachers receive only \$25 per month for teaching, they ought to receive their pay at once. Quite a number of teachers in this county have received but two months' salary. How can a person live through the winter on fifty dollars? Why cannot the school finances of the county be so managed that the teachers can receive their pay at the end of each month.

Something is wrong. Do all the other county officers wait for their pay?"

No they do not. It is a great injustice to our teachers that they are not paid at the end of each month as other County and State officers are paid.

HOME TALENT.

THIS is the right thing to do: utilize your home talent.

The *Colorado School Journal* says:

Prof. W. C. Thomas entertained a large audience in Buena Vista recently with a magnificent lecture on education; it is proposed to continue these instructive entertainments by utilizing the Buena Vista home talent.

Work up the home talent and you will find a good deal of it too, and you will find more than this—find what you need to know and don't know sure—enough to stand criticism.

Every two or three School districts in the whole country would do well to unite and utilize the "home talent," by a course of public lectures.

GET THE BEST.

Our teachers and others too who want the latest and best and the ablest papers, can send the extra 50 cents and get the weekly ten-page *Globe-Democrat* or the weekly *New York World*, or our valuable *Cyclopedia*. The price of the *AMERICAN JOURNAL OF EDUCATION* is \$1 per year, postpaid. For only 50 cents extra we add either of the above weekly papers, or the 800 page *Cyclopedia*, and that gives about double amount of reading for the \$1.50 that other educational journals give for \$2.50. Send and get the best.

NEVER do a mean thing for the sake of gain.

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FRANK J. WISE, Pine Bluff, Ark... { Editors.
J. B. MERWIN.....

PUBLIC SCHOOL TEACHERS.

THESE are interesting facts for our teachers from the Report of the Commissioner of Education:

The number of public school teachers reported, all States and Territories included, is 307,804 (when we add to this, the numbers in the private schools who are doing a most excellent and permanent work, it runs the whole teaching force of the country up to about 400,000.—EDS. AMERICAN JOURNAL OF EDUCATION.)

Thirty-four States and 7 Territories make a distinction of sex in reporting this item. For the former, the number of male teachers is 101,307; of female teachers, 170,620; for the latter, the numbers are, respectively, 1,476 and 3,156.

The average salary of teachers per month is reported from all the States, excepting Arkansas, Florida, Georgia and Texas, and from all the Territories excepting Indian Territory. In those States in which no distinction of sex is made in reporting this item—viz.: Alabama, Delaware, Indiana, Kentucky, Louisiana, Maryland, Mississippi, Missouri, New York, North Carolina and Tennessee, the average salary ranges from \$27.87 (in Kentucky) to \$47.75 (in Missouri).

[It took some time to do this in Missouri, and a good deal of hard work—but the results have come to the teachers of the State, and our contemporaries—some of them at least—have the good sense and the good will to acknowledge it.]

The *Educational Courier*, in speaking of the value to teachers of this Journal, says:

"A year or two ago, the editor of the AMERICAN JOURNAL OF EDUCATION, St. Louis, urged that a liberal distribution of that paper among the teachers, school officers and patrons, would re-imburse each teacher four-fold its cost in one year. The teachers caught the idea, and zealously aided until 150,000 copies were put into circulation. At the close of the school year the Report of the Superintendent of Public Instruction for Missouri, showed an average increase of teachers wages of \$19.62. Of course, it was not claimed that all credit for this was due the AMERICAN JOURNAL OF EDUCATION, but that it was an ACTIVE and prompt factor in securing this desired result, no intelligent person will deny."

We are rather proud of this official recognition of our work.—EDS.]

It should be noted that the report from Kentucky includes only white county schools. In this State the av-

erage salary for teachers in city graded schools for whites is \$71.25. For the States not included in the foregoing statement, the lowest average salary per month is, for men, \$26.92 (South Carolina); for women, \$16.28 (Maine). Nevada reports the highest salaries; for men, \$140.50; for women, \$96.01. In the Territories, average salaries for women range from \$28.80 (Utah) to \$61.27 (District of Columbia); for men, from \$38.43 (Arizona) to \$91.13 (District of Columbia). The annual salary depends upon the length of the school year, which varies from an average of 78 days in Tennessee to 210 days in Arizona.

ALABAMA.

HON. SOLOMON PALMER, State Superintendent of Alabama says:

"I take it as a hopeful sign that our teachers and others interested in free education are beginning to realize the advantages to be derived from reading and sustaining educational journals. Every teacher should be well supplied with good reading matter, calculated to better prepare him for his work and to stimulate him to greater efforts in his daily duties. Periodicals devoted to educational subjects and to the work of the school room supply this want. The public school system of a State can ill afford to be without one or more educational journals."

At the Blount County Teacher's Institute, which met at Anderton, Ala., County Supt. S. C. Allgood presiding, a goodly number of teachers was present, and Rev. S. J. Cox discussed the "Future Prospects of Alabama" in a most interesting manner.

The following resolution was offered by Prof. F. G. Godsey, and the same was carried:

Resolved, That we the teachers of Blount County request our Representatives in Congress to vote for the Blair Educational Bill.

After appropriate resolutions of thanks for the kind hospitalities enjoyed, the Institute adjourned.

THE money from the Blair Bill in Alabama would be divided among the colored and white schools in the proportion which the children of the two races between the ages of 10 and 21 years bear to each other. There are in Alabama, 157,781 white children of this age and 162,083 colored. Working out the proportion, we find that the white schools would get 50.7 per cent of the fund and the colored 46.3 per cent.

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J. 17-1

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SHALL TEACHERS TEACH MORALS?

Two and two make four. That is correct. Do not fail to teach that. Two from two leaves nothing. Correct. Teach that, also. Give a good drill in arithmetic. That is a decidedly fundamental study. No getting on without this one of the three Rs. The other two Rs might also be considered quite essential by some, as a part of the school curriculum. I would agree with them. But I would add a fourth R, so to speak, and that shall be practical Ethics, or Morals.

It is encouraging that educational writers have taken up this matter of late years. God grant they may keep at it till R fourth is transposed to R first. I can afford to have my boy miss the "2 and 2," but I want him to ken this, that two wrongs never make one right; also, the difference between right and wrong in general, I would rather he would see, than the difference between two numbers. In moral geography, I want some conscientious teacher of his to show him the steamship lines that lead past the reefs of destruction on the voyage of life, also how to steer clear of those dangerous coasts where sing the enchanting sirens of pleasure. In moral grammar, I want a pure-minded teacher to train my boy in chaste language, such as shall befit pure thought at the fountain-head. The slang of the saloon, gutter or brothel—out on it!

But let us back to the arithmetic a moment. Two and one make three. Aye. Two and one steps in an evil course make three, and three equals a habit, as it is said. What we need in teachers of our youth to-day is conscientiousness; that is, a tenderness or sensitiveness of conscience concerning the evil in the world, rather, the evil in the human heart. We need teachers, also, who have a knowledge of moral science, so that they can teach the consequences, first, of wrong thought; then of wrong action. They should know somewhat of geometrical progression as applied to show their pupils that as day follows the night, so retribution will follow, in one form or another, evil doing. This is the great want of the hour in our schools.

The moral law—the Ten Commandments—are they out of date! True they have been, too long. But as hangings have been more frequent of late, the indications are that that ancient code is getting a new hold somewhere. But oh, if these criminals now awaiting sentence or about to commit their crimes could go back to childhood, and if they could even briefly have for teachers God-fearing, law-abiding, law-respecting instructors, who knew enough to warn their pupils against certain vices and show

them the rewards of virtue—what a happy circumstance for our country, our homes, our business houses, our Congress, our body politic!

If a teacher has a good moral character, still better, a Christian character, for Coleridge says:

"Morality is the body of which Christianity is the soul,"

such an one in these days should by all means have the preference.

Some school officers will not stop to think of this, though they might much prefer such a man to take care of their horses and cows, because he would be safer, having more self-control, more kindness, as well as other qualifications. But how much more important that a teacher of youth should have other qualifications than those that are merely intellectual! A school that is trained in intellectual attainments alone, may turn out some first-class rascals in due time.

In a word, there is a heart culture as well as a head culture, and there is no true education, no true culture without the former. More attention must be devoted to practical ethics in the common school, or we are in the way to ruin as a people.

The teacher whom the writer recalls with deepest gratitude and whose memory shall forever abide, was one who in the days gone by made the personal appeal to honor, giving the earnest word of warning now and then, and affectionately pointed the way to truth and right.

E. N. A.

NEWSPAPERS are the educators of teachers as they are of every other class. Reading newspapers will prevent that dogmatical assumption of superior knowledge which overtakes many teachers in middle age. Constant association with inferior and submissive minds brings on this state of affairs, and makes the teacher unpleasantly assuming in the presence of cold practical business men. Read papers; they will cause your salary to be raised quicker than all the resolutions you can pass in your natural lives.

WHEN you look over the fifty-two issues of the ten-page Weekly Globe-Democrat or the fifty-two issues of the Weekly New York World and realize that you get either of these papers post paid one year, and the AMERICAN JOURNAL OF EDUCATION for \$1.50, you realize that we give for \$1.50 more than ten times the matter you get for \$2.50 when you take some of the other journals of education.

This offer is so large, and you get so much for so little cost, that we hope you will get your friends to avail themselves of these offers too!

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W. S. SUTTON, Ennis, Tex. { Editors.
J. B. MERWIN

HON. B. M. BAKER, State Supt. of Public Instruction in Texas, thus strongly and emphatically endorses the work of Doctor J. Baldwin and his associates in the Sam Houston Normal School:

The Sam Houston State Normal School was established by the legislature in 1870. It was deemed an experiment, and was established on trial. Its workings have been carefully scrutinized. At each session of the legislature a joint committee of the two houses has visited and inspected the workings of the school. It is safe to say the trial has proved satisfactory, and that the normal school work will be extended and made the permanent policy of the state.

The school opened in October, 1870. The total number of different students since enrolled is 1,043.

If we secure the \$77,000,000 for education it will increase the length of the school terms in every State in the Union.

This is what is needed. The schools should be kept open in the country nine months of the year.

A CHEAP school teacher is one of the most expensive "articles" that our boards of education can employ. *More brain is the need of the hour*—this is so in the school-room, as well as out of it.

It is public opinion and not our teachers, that most needs instruction and incitement to keep the schools open NINE months out of the twelve and to pay adequate wages to our teachers.

SUPERVISION.

OUR County Supts. of Schools do a needed practical work all the time—bringing back much more than the cost of the labor in the increased efficiency of the school-work done, and in the help rendered in all the States.

Gen. Eaton in his last report says:

Wherever proper provision is made for the inspection and supervision of rural schools excellent results follow. Union of districts and the adoption of the township for the district system are measures that have greatly promoted the efficiency of this class of schools, and experience abundantly illustrates the advantage of definite classification by means of graded courses of study, or, where it is practicable, by the formation of primary and intermediate classes under different teachers.

GRADING

In the country schools leads to provision for branches a little in ad-

vance of those that the school laws make obligatory, prevents the early withdrawal of pupils, and increases the number who advance to the high schools. It may also be easily shown that grading is an economical provision.

For instance, in Illinois it has been ascertained that the cost of tuition per pupil in average attendance is, for graded schools, \$11.37; for ungraded, \$11.85. At the same time the salaries for teachers of ungraded schools are much lower than for teachers of graded schools, the average being for male teachers \$88.80 in the graded, as against \$40.95 in the ungraded schools, and for female teachers, \$48.88, as against \$31.21.

GEORGIA HEARD FROM.

EDITORS AMERICAN JOURNAL OF EDUCATION:

It would seem that the English language, with its hundred thousand words and more, lacked no term for conveying thought of every conceivable grade and character.

Furnished as the language is, with a rich array of synonymes, it should be able to give the most delicate shade to every thought. Poetry has but to demand mellifluous words, when, as if by magic, here comes sweetly, purring, a sparkling stream of tender, beautiful, metric terms, so well suited to the voice of love; or must "the strains be wild and deep"—what a battalion of bold, warlike terms, comes rushing forth to the charge with the clang of saber or the shriek of shell. A mother's fervent, earnest breathing for her child is voiced in words of pathetic force and loving energy. The imprecations of the blasphemer find utterance in terms that scald, and burn and blister.

Notwithstanding this abundant supply of words and their wonderful characteristics, our language needs another word—yes, sir, *another word*. Scholars have demanded it, the press has called for it, every writer or speaker needs it. Doubtless every writer of the English language, be he male or be she female, has found himself or herself more or less perplexed, or has been forced into a cumbersome circumlocution whenever he or she desired to express himself or herself in a sentence like this: "Let every member of the society so deport himself or herself, as that he or she will not bring censure upon himself or herself, and thus injure a cause which his or her pride should prompt him or her to protect."

So you see, Mr. Editor, we need a pronoun of the common gender—that is, one which will equally represent male or female. I have been wishing and waiting, lo these many days, for the fertile mind of some inventive genius to supply the missing link. But, alas! alas! my desire and patience have been exercised to no pur-

pose. And, now, Mr. Editor, do you know that I am about to venture a new word myself! What! shall I, a plain, practical, unpretentious pedagogue, presume to coin a word? I know very well that I have no right to coin money, and that hundreds of others are better qualified than I am to coin words, yet I am about to offer a new word to the thousands of readers and writers and hashers of the "King's English."

I know it is a rash act, but we need a word, and a word we must have. Some one must be a martyr; so here I come, and place myself under the enflaming batteries of the literary guns, from the little pistols to the mighty columbiads. Now let them fire away. This is my new pronoun: Nom. "*se*;" poss. "*sis*;" obj. "*sim*;" derived from the Latin word "*se*," meaning himself or herself, etc., and harmonizing in sound with *he*, *his*, *him*; the plural merging into that of *he* or *she*.

Does not the etymological significance of this word entitle it to consideration? Why, then, may it not be incorporated into our vocabulary and become a part of vernacular? By substituting this new word for the personal pronoun in the sentence quoted above, we have:

"Let every member of the society so deport *simself*, as that *se* will not bring censure upon *simself*, and thus injure a cause which *sis* pride should prompt *sim* to protect."

But some may say this sounds funny. So it does; and so would any new or unfamiliar word.

If any scholar or critic would offer a better word, let us have it by all means, or let us adopt the one above suggested.

Respectfully submitted,
Jno. W. DOZIER.

Hamilton, Harris Co., Ga., May 20th, 1886.

TENNESSEE.

FREE TEACHERS' SCHOLARSHIPS.

It is gratifying to know that a most liberal policy is pursued by the authorities of Vanderbilt University, Nashville, Tennessee, towards those young men who design to make teaching a profession. They may be admitted to free tuition in any of the non-professional schools of the University, if prepared to enter the regular Collegiate Classes. They must have taught one year previous to entering the University, and present to the Faculty suitable testimonials of their fitness to receive the privilege offered.

Young men from all parts of the country are availing themselves of the advantages thus afforded.

How long are the school terms in Tennessee? What wages are paid the teachers? Those best posted say that the available resources of Tennessee are wholly inadequate to meet

the requirements of educating all the children of the State, and will be inadequate for many years to come.

Let members of the House of Representatives from Tennessee vote for the Blair Bill, and secure the \$5,089,262.62. It is all needed and more too.

Those most competent to judge say, that the school term in Tennessee, which is now seventy-eight days in each year, of only six hours a day, should be at least doubled.

These are facts.

\$5,089,262.62, which Tennessee would secure by the passage of the Blair Bill, would enable this to be done—and that, too, without increasing the present rate of taxation.

Let it be done.

THE illiterate population of the State are citizens, not of Tennessee only—they are also citizens of the United States.

They are entitled to vote in the election of those who enact and execute the laws of the United States.

Hence they should be educated so as to be able to vote intelligently; therefore those best informed urge the people to petition the Honorable House of Representatives to enact suitable legislation, granting temporary national aid to the several States for the purposes of education.

Let the petitions pour in to Members of the House of Representatives.

DID you call the attention of your friends, also, to our offer of these great weekly papers—fifty-two issues of the ten-page weekly *Globe Democrat* and the weekly *New York World*, either of which we send for 50 cents per year, postpaid, with the AMERICAN JOURNAL OF EDUCATION. This offer commands attention, and commands subscribers too. That is what we want. We also send the 800 page Cyclopaedia in connection with the AMERICAN JOURNAL OF EDUCATION for 50 cents, or that can go in place of either one of the papers, if you wish it.

HON. H. C. SPENCER, editor of the *Western School Journal*, Topeka, Kan., says, in a private letter to us:

"The prospect for the National Educational Association seems to be remarkably good. We are making careful and thorough preparations to entertain 5,000 people. We shall be abundantly able, you see, to take care of ALL who come, not only comfortably but cordially."

It will be a genuine, cordial, enthusiastic Kansas welcome. Let us all go. We hope Texas will be represented by a thousand of her best teachers.

THE Summer term of Campbell Normal University at Holton, Kans., opens June 8th, and continues eight weeks. This furnishes to teachers an excellent opportunity to improve themselves. The school will adjourn for two days and attend in a body the N. E. A. at Topeka.

NEWSPAPERS.

DANIEL WEBSTER said: "Small is the sum that is required to patronize a newspaper, and amply rewarded is its patron, I care not how humble and unpretending the gazette he takes. It is next to impossible to fill a sheet with printed matter without putting something in that is worth the subscription price. Every parent whose son is away from home at school, should supply him with a newspaper. I well remember what a marked difference there was between those of my school-mates who had, and those who had not, access to newspapers; other things being equal, the first were always decidedly superior in debate, composition, and intelligence."

KENTUCKY.

HERE is a good word from one of the most intelligent and successful teachers in Kentucky.

We are always glad to hear of the progress made.

"Agitation is what this question of educating the masses needs," says our friend. But to the extract:

CLOVERPORT, KY., April, '86
EDITORS JOURNAL: The AMERICAN JOURNAL OF EDUCATION continues its regular visits to me, and I always enjoy it. It is pursuing the policy necessary in every State where the people are to be educated up to a sentiment that will demand better school facilities. You surely can point with pride to the good work you have accomplished, and are yet accomplishing, in behalf of the common schools of Missouri and other States.

Agitation is what the question needs.

We now have one or two educational papers in Kentucky, the policy of which we trust may be the same as that I have just referred to. You have seen a copy, I presume ere this, of the *Educational Herald*, of Louisville.

Sentiment is yet divided on the Blair Bill. Personally, I warmly favor it; and a majority in Kentucky, would, if they were fully posted on its provisions and necessities.

We are on rising ground, if I mistake not, in Kentucky. The work of the S. T. A. is about to create a thaw. Let it come!

INDIANA.

The Department of Superintendence of the National Educational Association assembled at Washington, D. C. Indiana was ably represented by Mr. H. M. Skinner, of the Department of Public Instruction, who read a paper on the "Growth and Benefits of Reading Circles," and participated largely in the general discussions. The chief topic of interest was the Blair Educational Bill, to which the superintendents generally gave their support. Congressman Willis, of Kentucky, addressed the conven-

tion, and exposed the fallacy of those who contend that the government can aid education by gifts of lands, but can not constitutionally appropriate money for the purpose. Mr. Skinner followed, supplementing Mr. Willis's speech by reviewing the history and growth of the Indiana Common School Fund, which is far greater in amount than the Congressional Township (land) Fund. This Common School Fund had for its nucleus the "SURPLUS REVENUE"

apportioned to Indiana in the general Treasury distribution under President Jackson. The State received of this Treasury money, in 1836, \$860,254.00. The Legislature the next year set apart \$573,502.06 as part of a permanent school fund. This was augmented by the State's profits on its shares in the State Bank, by the bank tax, and by other and minor sources of revenue, and to-day it amounts to nearly seven millions of dollars.

The speech by Mr. Skinner was one of the ablest and clearest made on the Blair Bill.

We hope every teacher and school officer in this great State will send on petitions for the early passage of the Bill by the House of Representatives.

IOWA.

WE hope to see a thousand teachers from Iowa in attendance at the N. T. A. in Topeka, Kansas, in July.

UNDER the law the Bible cannot be excluded from the schools of Iowa, and selections may be read from it at the opening of the school.

THERE are no holidays to which teachers are entitled under the law in Iowa.

OFFICERS of the Iowa State Teachers' Reading Circle for 1886:

President, H. K. Edson, Grinnell. Vice-President, D. R. Eldridge, Columbus Junction. Treasurer, Col. Alonzo Abernethy, Osage. Secretary, F. E. Stratton, Davenport.

PROF. M. M. MCALPIN, County Superintendent of Crawford County, Iowa, proposes to establish a course of study for the rural schools of this county, the coming summer. "I think I shall also introduce Welch's Classification Register.

We have 170 schools, and about 5,500 children of school age in Crawford county."

THE school law of Iowa provides that there shall be taught in each organized district a term of six months. The board may increase the number of months but cannot lessen it.

It ought to be increased to nine months, and the minimum salary made \$50.00 per month.

PLEASE remember that Prof. Sauvour's School of Languages will open at Oswego, July 12 and continue to Aug. 20.

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From A. M. WRIGHT, Feb. 16, 1886. "Having accepted the position at Waterville at \$150, it became necessary to fill my place at Moravia, N. Y., at \$1200. I turned naturally to your Agency as the place where a suitable man might be found. The Secretary of the Board went with me to your office, explained exactly the needs of the school, and after a long and careful discussion of various candidates, selected as best fitted for the place Mr. W. C. Kruse, who has since been elected. The fact that this gentleman was at the time teaching in the State of Alabama, is perhaps as strong proof as can be given of the advantages of consulting your Agency." DON'T LEAN ON A BROKEN REED.

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EDITION

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R. N. ANDREWS, Chicago..... { Editors
J. B. MERWIN.....

In one of his sermons at Chicago, Sam Jones said: "In a hundred different instances I have been notified that 'a habit you are given to, is a stumbling block to souls in this city.' Now I want to say to this congregation to-night that from this day until we meet God in heaven you can tell this world Sam Jones has got no habit that is a stumbling-block to any body. I have quit chewing tobacco."

Boys should be taught and trained in the home and in the school that it is neither manly or polite to make a "smoke-stack" of themselves, or become a stumbling-block to others.

SCHOOL POPULATION.

It appears from the last Report of the Commissioner of Education, that the school population is, for 38 States, 16,610,463; for ten Territories, 283,939—or a total of 16,794,402. Enrollment in public schools, 38 States, 10,572,751; 10 Territories, 165,441, or a total enrollment of 10,738,192. Daily average attendance, 38 States, 6,590,582; 9 Territories, 103,846—or a total daily average attendance of 6,693,928.

If to the enrollment of public schools be added that of private schools, as reported for 23 States and 2 Territories, viz: 606,517, it will be seen that 11,844,709 youth, or 67 per cent. of the school population, have been brought under instruction during the year.

It should be observed that school population bears to total population a ratio varying in the different States and Territories by reason of the variations in the legal school age. Eighteen different school ages are reported—the longest being from 4 years of age to 21, the shortest from 8 to 16.

Did you observe that the

SCHOOL POPULATION

is 16,794,402, and that the total daily average attendance is only 6,693,928?

Do we not need to have the Blair Bill passed? Do we not need to go one step further than this?

Do we not need laws in each State for compulsory school attendance?

The school enrollment, 16,794,402

The average daily attendance is only, 6,693,928

Leaving the balance, 10,100,474

Ten million, one hundred thousand four hundred and seventy-four children is a large number—a very dangerously large number—to be growing up in this country, not in regular attendance at school!

Yes—we need the money the Blair Bill would give us for school purposes.

DAKOTA.

In addition to the "lakes of never-freezing rose-water and cologne," so vividly described by our friend, Col. Pat Dobson, in our last issue, and the "pea-pods," there are 3,297 public schools in Dakota, taught by 4,145 teachers, and having 79,075 enrolled pupils. The permanent school property is valued at \$2,187,860. The total receipts last year were \$2,141,756.79; total expenditures, \$1,814,212.40.

We know a host of these hard, earnest working teachers in Dakota, who are putting the very flower and bloom and beauty of their young life into the training and educating of these 80,000 pupils.

They are building into every fibre of this great State an intelligent, law-abiding, productive citizenship, worthy the day and its demands in which we live. We rejoice in all their success, and in all their patient work.

THE Western School Journal, in its last issue, indicates its expectations in an editorial as follows:

"The National Educational Association, with the eight thousand teachers whom it will bring to Topeka, representing every State and territory in the Union, and by means of the tons of advertising matter scattered broadcast over the whole country, will form the greatest 'boom' for Kansas that the state has ever known."

We hope every reader of this Journal will not only go to Topeka, but take in the prairies of Kansas and the mountains of Colorado also in the trip.

The Union Pacific R. R.—the direct line from Kansas City to Topeka, Denver, Salt Lake and on to the West, will make or rather has already made, very low excursion rates.

Write to J. F. Aglar, 13 South Fourth Street, St. Louis, or to Mr. J. W. Morse, Gen. Pass. Agent, of the Union Pacific R. R. Omaha, Nebraska, for circulars, excursion rates, etc. Be sure and go.

In a quiet, effective way our teachers can lay before the school authorities the fact that, with Maps, Blackboards, a Globe and a Magnet, you can teach a whole class of twenty or thirty, more and better than you can teach a single pupil without these helps; it will be an easy matter to take the next step and convince them that true economy demands that the school shall be furnished with these things without delay.

All get the benefit of these helps—and the cost, when scattered over all the taxable property of the district—railroad and non-resident—becomes so small that it cannot be figured or computed.

Put them in.

EDUCATION costs money, the question is will it pay to organize and educate as the system demands.

EXCURSIONS WEST.

WHAT a splendid opportunity it will be for teachers and their friends to visit not only the prairies but the mountains of the West.

The Missouri Pacific—the Union Pacific—and the Atchison, Topeka and Santa Fe Railroads are making very LOW excursion rates for TEACHERS AND MEMBERS OF THEIR IMMEDIATE FAMILIES, to visit the mountains and mines and the wonders and beauties of Colorado.

Send to Mr. J. W. Morse, Gen. Passenger Agent of the Union Pacific R. R., Omaha, for Circulars, etc.

THE St. Louis schools close on June 18th and open the 8th of Sept., 1886.

It is a well known fact that the *Globe-Democrat* and the *New York World* not only employ the ablest writers but the most expert and wide awake telegraph correspondents in all parts of the world; we give you either one of these great weekly papers, *fifty-two* issues, and the AMERICAN JOURNAL OF EDUCATION one year for \$1.50.

This is a huge offer and it *wins* because teachers need to read a great metropolitan weekly newspaper to keep up with current events.

DO YOUR BEST.

How vividly the teachers, as well as the taxpayers and parents, realize the *value* of the short time the boys and girls spend in school.

Twenty-four days, of six hours each only, in a month—and this for three months—and this again for less than three years, if pupils attend every day—giving only 216 days of schooling of six hours each.

This is a very short time to give a person the "tools" by which they are to make their way up to a large, broad cultured intelligent citizenship.

Is it not?

Can we educate the people with these short terms?

Certainly every teacher, as well as every pupil should be inspired to do their very best.

The fact is, in its importance, the work of the true teacher is hardly second to that of any other. He has to do with the impressible and susceptible hearts of youth at that tender age when

"The mind, impressible and soft, with ease
Imbibes and copies what it hears and sees,
And through life's labyrinth holds fast the clew
That first instruction gives it, false or true."

How true it is that the teachings and influences of the school-room are felt for good or evil through all subsequent life. Impressions made there are lasting—and how important that they be of the right character. A few months ago the writer had the pleasure of meeting one or two hundred of those who were his pupils thirty-five or forty years ago. A delightful eve-

ning was spent together, and many were the reminiscences of former years; and it was a matter of surprise to learn how many little incidents were distinctly remembered by the pupils that were entirely forgot en by the teacher.

The school-room is no place for one who has no definite idea of the true work to be performed and no true love for it. The teacher is really a character builder. What he is in his personal appearance and habits, what he says and how he says, what he does and the spirit of his doing, will have their influence and that a lasting one. In view of this, every competent and earnest teacher will aim to do something daily that will be helpful in correcting bad habits and forming good ones. Let it not be forgotten that habits formed in youth generally continue through life. The teacher should be, as nearly as possible, a model of what he would have his pupils become. He should improve every fitting opportunity to make impressions in favor of order, neatness, punctuality, kindness, fidelity, promptness, temperance, purity of thought and expression, and of every habit that will tend to make men and women who will prove an honor and a blessing to the community in which they may spend their lives. Without enlarging, we will say that any teacher who fails to do something daily both by precept and example—and more by example than precept—will fail of doing the most important part of his duty. C. N.

THE GREAT WABASH.

MR. F. CHANDLER, General Passenger Agent of the Great Wabash Route, will be ready for the traveling public, as usual, in all directions this season. The new ticket office, corner Fifth and Olive, has been enlarged and refitted, so that Mr. E. H. Coffin, the genial Ticket Agent, will be ready to fit you out with Through Tickets on a line where you will fare sumptuously both day and night. The new *Through Sleeper*, the *New Zealand*, which is to run East, via the Wabash, is a marvel of beauty and workmanship. It has *twelve* sections, with state-room and smoking-room; is finished in white oak, the high-back seats covered with old gold plush; the toilets of Tennessee marble and silver fittings; velvet carpets, electric bells, and all modern improvements.

In addition to these Combination Cars, the Wabash has added several new *Chair Cars* of the latest design and workmanship, which are intended for St. Louis and Chicago business. The coaches are highly finished, carpeted with Brussels, the chairs being covered with red plush. All wooden appliances are incorporated in the cars, and they are unexcelled. They are from the Wabash shops at Decatur and Peoria.

THE Blair Bill is constitutional. The people want it. The Senate passed the Bill, 36 to 11. Let the House of Representatives pass the measure. Let them pass it without delay, and we can keep the schools open nine months in the year.

JUST PUBLISHED.

MESSIANIC EXPECTATIONS

And Modern Judaism.

SOLOMON SCHINDLER,

Of the Temple Adath Israel, Boston, with an Introduction by MINOT J. SAVAGE.
12mo. Cloth. Price, \$1.50.

LATELY ISSUED.

THE INSUPPRESSIBLE BOOK.

Herbert Spencer and Frederic Harrison on the Nature and Reality of Religion; with new Notes by GAIL HAMILTON.

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CHILDREN AND ADULTS—Ask your parents to ask your teachers to ask school directors to introduce to your school life and study hours our "WHEREWITHAL CHART AND KEY FORM," at \$1 per chart and 10c. per scholar per annum, and book form at 50c. per copy, and learn more in one month than in one year by the old method.

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An entirely new book, profusely illustrated, and with Portrait of the Great Detective.

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In every town there are numbers of people who will be glad to get this book. It sells to Merchants, Mechanics, Farmers and Professional men. Thus every Agent can pick out fifty or more in a town to whom he can feel sure of selling it to.

We want One Agent in every township, or county. Any person, with this book, can become a successful Agent. For full particulars and terms to agents, address G. W. OARLETON & CO., Publishers, New York.

SCHOOL TEACHERS, Attention!

You can make money during the Summer Holidays selling our RUBBEN STAMPS and NOV. ELITES.

Write for Catalogue and terms.

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LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

GEO. D. ALEXANDER, Minden, La., Editors.
J. B. MARVIN,

CIVICS.

Prof. JOHN H. HESTON, of Pa., says:

A large number of the young men in our land go from common school into active life and into the full exercise of free citizenship. Nothing could be more helpful to them in the discharge of their solemn duties than previous training in Government and in civil obligations. Therefore the common schools should furnish such instruction.

THE older we grow as a nation, the more complex all our political questions become, and the more do we need to educate every citizen by giving him some idea of what his obligations are when he shares in a free government.

REMEMBER that what your pupils do for themselves makes the strongest impression.

WHAT is prosperity? Not gold nor silver, nor bonds, nor mortgages. What do they do? Nothing, so long as you keep them. Indeed, gold and powder are very much alike. They are good for nothing until they go off.

You see that well educated people are easier to govern than a rude and coarse people, and that intelligence makes men more peaceful, because more prosperous.

Prof. STERN, of Stern's School of Languages, publishes "a plan for twenty-eight lessons in French," and a plan also for the reading of German Plays, by which, in the shortest space of time, students in either branch can attain such efficiency in speaking and writing these languages, as to enable them to get along without trouble in future.

RUSH in the petitions to members of the House of Representatives for the \$77,000,000. It will be a big lift to education—a recognition worthy the cause and the value of the work our teachers are doing for the people.

THE popular Sauveur Summer College of Languages has removed from Amherst, Mass., and Burlington, Vt., to the State Normal School at Oswego, N. Y., where it will open its eleventh session July 12, and continue six weeks. Those who purpose attending the College of Languages are recommended to secure a boarding-place as soon as possible. The pupils will be helped to find the best accommodations by Hon. A. C. Mattoon, Oswego, N. Y. Every letter for board and rooms, and also for railroad fares, ought to be addressed to him.

Prof. W. A. ROGERS, of Texas, says:

"I am sure every teacher, as well as every family, would be greatly benefitted by securing and reading and circulating among the people the AMERICAN JOURNAL OF EDUCATION and its splendid Premiums."

We think so, too!

THE annual supply bill in New York, as reported, appropriates amounts to the Normal schools as follows: Albany, \$7,000; Geneseo, \$25,000; Potsdam, \$40,980; Oswego, \$5,000; Cortland, \$5,000; Fredonia, \$30,000; New Paltz, \$9,000.

THE State Committee to encourage Ohio Delegations to the National Teacher's Association, at Topeka, consists of Hon. LeRoy D. Brown, Supt. R. W. Stevenson, and C. C. Davidson.

We hope Ohio will send a large delegation to see the West.

THE Western Summer School of Languages (Session of 1886) will open on Tuesday, July 6, and continue six weeks, at Racine, Wis. The school was organized in 1878, in Grinnell, Iowa. Sessions were also held in Des Moines, Iowa, Dubuque, Iowa, Omaha, Neb., St. Paul, Minn., Minneapolis, Minn., Evanston, Ill., Lake Bluff, Ill., and last year in Racine, Wis., where the school henceforth will be permanently located.

The classes will meet in the commodious recitation rooms of the Racine High School, on Wisconsin St., between 7th and 8th Sts., every week day except Saturday, from 8 A. M. till 1 P. M. The opportunities for the acquisition of foreign languages are superior to those ever before offered at any Western Summer School.

ARE YOU GOING?

YOU see Mr. H. C. TOWNSEND, General Passenger Agent of the Missouri Pacific R. R., makes the following proposition, for the great meeting at Topeka, July 8th to the 12th:

Mr. Townsend says we will make a rate of one fare for the round trip for teachers and members of their immediate families. Tickets to be sold July 8th to 12th inclusive, limited for return to July 20th, but in case the holders desire to join in any of the low-rate excursions from Topeka to Denver, etc., several of which are now being arranged, the limits for return will be extended in Topeka by the line over which ticket is issued.

Round trip tickets as above will be sold only on presentation of certificate from the Superintendent of Schools for the County or City in which holder is employed, said certificate to be taken up by the agent and attached to his report to General Auditor as authority.

Please notify all teachers, and especially all Superintendents in your vicinity, of the above rate and regulations, and make requisition for a sufficient number of excursion tickets to Topeka and return to cover all possible calls, as the reduction will only be given when round trip tickets are purchased at starting point.

Parties desiring information and tickets can obtain same by calling at Mo. Pacific R'y Ticket Office, 102 N. 4th St., St. Louis.

We will furnish certificates at the office of the AMERICAN JOURNAL OF EDUCATION, 11 North 7th Street, St. Louis, Mo., which will entitle all who wish to go over the Missouri Pacific System up to July 8th, 1886.

METHODS.

MISS ANNA VAILE, of St. Lawrence, Dak., gives a couple of examples for pupils to reproduce, correctly spelling the words in italics.

On my *weigh two* school this morning *eye* past a *heard off* dear, and *won heart*, running along the *oak* threw *thee* would. I said to John, *dew sea* their is a *hair* to, with white *fir*, near the *fur* tree. Then he ran *too meat* hymn with a *peace* of meet in his hand and *eight* it *awl*.

We met *fore* girls with *blew vales* over *there* faces, they said they were on *there weigh too* the city, they did *knot* like the *dusty rode*. *Wood* stay in *thee* city *ate* ours and by *shoes* and *hocs* and *nets* four their *hare*. *Wee* told them that was *write*, and that it *mite* *retn*, when they *herd* that it *maid* them *hurry*.

"THE Vienna correspondent of the Times reports that Dr. Gautsch, the new minister of Public Instruction in Austria, has prohibited the use of ruled paper in square or diagonal lines, within all public schools. The reason of this is, that such paper has been found to injure the eyesight of pupils. It has been largely used hitherto in primary schools to facilitate writing and arithmetic lessons; but in future only paper plain or ruled in straight lines is to be used."—From a late number of Nature.

It is to be hoped that American Kindergartners and makers of Drawing Books, who use ruled paper in the above manner, will take to heart the official condemnation of the method and act upon the suggestion.

Prof. Chas. E. Ross, of the State Normal School at Kirksville, Mo., is to have entire charge of all articles sent for display at Sweet Springs. Address him at Kirksville, Mo., until June 15th, and after that at Sweet Springs.

AFTER SCHOOL WHAT?

THE May No. of Cassell's Family Magazine, makes the following timely suggestions.

"What am I to do after school?"

This is a question asked, I believe, by every school girl, some time or other, as she gets older; and to answer it, is by no means so easy as some people imagine.

The leaving of school is, I think, one of the great crises of a girl's life. The period ended has probably had all clearly mapped out with guidance and direction given. The future is now full of vague and shadowy uncertainty, and the beauty and completeness of a woman's life will depend mainly on the girl's own exertions.

Every girl has three distinct lives to live, and on the observance, combination and due proportion of these lives depends the good that she may leave behind her in the world. They are:—

I. Her life to herself.

II. Her life to her family.

III. Her life to the community.

It is certain, to begin with, that in each of these three there must be some settled plan of action.

That girl who lives on from day to day in idle, desultory manner, with no aim in view but amusement, makes her life, instead of a great, harmonious whole, a miserable failure—the life which has been given to her as very precious, and as something to be rendered strict account of in a Day to come.

Teaching, at present, is the greatest and noblest profession open to women.

If that is entered upon direct from school, there is little fear of life being wasted in an idle, desultory way.

There will come sooner or later, the satisfaction of having been a laborer in the grandest work of life—the spreading of knowledge.

Teaching, however, is not for every girl. To such I would say, do not give it up altogether; if you cannot make a profession of it, you can, at least teach in your neighborhood in the Sunday school, etc. Let not this branch of the work be despised, for it is one of the most difficult, and to do it properly requires much preparation.

Then, too, there is always, in these days, when good classical literature is so cheap, the possibility of forming a regular plan of study at home—downright earnest reading for a certain space of each day. However small this is, if it is done with a definite aim in view, and not merely for selfish enjoyment, great good will come into a girl's life from it. There is always a natural bent in every one's mind—a natural genius for one kind of work more than for others; let a girl, then, not try to do a little of everything, but work steadily at that in which she has put her heart.

"Now is the Appointed Time" To take a trip to the Great West and find out for yourself what a vast country lies there, as yet but sparsely populated and awaiting the labor of man to make it profitable. That country where men are few and chances great. There an honest day's toil brings its full reward. If you have any knowledge of farming you should in justice to yourself become posted as to the immense possibilities of this Western territory.

In making the trip bear in mind that the Ohio & Mississippi Railroad is the direct straight, through line which provides the very best through car accommodations for landseekers and every comfort that can be procured. No change of cars, and miles the shortest route. The O. & M. runs entire trains through, checks baggage to destination, saving all trouble and delays. This is the road to take for the West, in going, and for the East in returning.

TEACHERS must send their packages for display by express so as to reach Sweet Springs at least four days before the Association meets—June 24th, 1886.

HORSFORD ALMANAC AND COOK BOOK.

mailed free on application to the Rumford Chemical Works, Providence, R. I.

PETITIONS for the passage of the Blair Bill should be sent to members of the House of Representatives, Washington, D. C. We can furnish you all the petitions you want, free of charge. Send for them. Send them in. Discuss the subject.

ADVERTISERS report frequently that our subscribers and teachers find the good things which fill that department of this journal; and what is better, the teachers say so plainly, in ordering the goods advertised. That helps materially all round.

We appreciate these good words from our patrons.

"Don't depend too much on your family—the dead part I mean. The world wants live men. It has no use for dead ones."

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What is the effect of tight lacing on the human system.

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A feature of Webster's Unabridged Dictionary which especially commends itself to all is the "Pronouncing Gazetteer of the World, covering one hundred pages, and containing more than 25,000 titles descriptive of the countries, cities, towns, and natural features of every part of the globe. It makes the work invaluable.

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THE Westminster College Glee Club, of Fulton, will furnish for the Missouri State Teacher's Association in June a regular programme of music. This club is composed of nine experienced musicians under Prof. W. M. Treloar of Mexico as Director. The Association has never had any regularly organized music; this long felt want will now be met. And the music will be first class in all respects.

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DID you see *Wide-Awake* for May? It is a charming number. D. Lothrop & Co., Boston. 25 cts. a number, \$3.00 a year.

THE next volume in the Story of the Nations Series will be *The Story of Germany*, by the Rev. S. Baring Gould. This contains a very full list of illustrations, including portraits from Hermann (Roman Statue) down to the present Crown Prince. Carefully drawn plans of the principal battles are also presented.

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WRITING is an art, and the art of writing should be taught in all our schools systematically and thoroughly. Curtis's system of teaching this art is based upon natural principles, as it teaches that true form is a result of true movement. D. D. Merrill of St. Paul will send circulars, sample, etc. See what he says on our first page.

On and after May 1st, the C. B. & Q. R. R. will put on sale round trip excursion tickets to Denver, Colorado Springs and Pueblo. These tickets are good going West for fifteen days from date of sale, and to return until October 31st, 1886. Round trip tickets, limited as above, are also for sale at low rates, via this route, to Las Vegas Hot Springs, and other prominent tourists' points. For tickets, rates and general information inquire of the agent at the C. B. & Q. R. R. station.

GLASGOW, Mo., April 20th, 1886. EDS. AMERICAN JOURNAL OF EDUCATION: Prof. Samuel Hoyt Trowbridge, died here, of consumption on March 17th. He was 45 years of age. Graduated at Wesleyan University, Middletown, Conn., in 1867. Taught in Pritchett Institute, Glasgow, Mo., most of the time from 1869 to 1882. Since that time was devoted to collections and to establishing a Natural History Store here. He left a fine general cabinet of about 30,000 specimens, which is for sale. For practical school use it would be hard to find such a cabinet as this. He was an excellent scientist, especially in Geology, etc. T. BERRY SMITH.

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RECENT LITERATURE.

G. P. PUTNAM'S SONS, New York, send us *Railroad Transportation—Its History and Its Laws*, by Prof. Arthur T. Hadley, Instructor in Political Economy, Yale College.

It is fortunate for the students of Yale College that they have an "Instructor in Political Science" in the person of the author of this work—and it is well for the country too that this book appears at this opportune moment.

It deals with those questions of railroad history and management which have become matters of public concern; intelligently deals with this question—so intelligently that we wish the work was larger. It aims to do two things: First, to present clearly the more important facts of American Railroad business, and explain the principles involved; second, to compare the railroad legislation of different countries and get at the results achieved.

There are XIII Lectures or Chapters, ranging from the time Charles Carroll laid the first rail on the Baltimore and Ohio Railroad, down to a special table of rates in Jan., 1885.

We commend the book strongly to that large class who would study the Railroad problem intelligently.

D. C. HEATH & Co., Boston, send us the great work, *The Foundation of Death*. A study of the Drink Question. By Axel Gustafson. American Copyright Edition. 629 pp. 12mo, cloth. Mailing price, \$2.00.

This work, by the best judges and ablest critics in this country and in Europe, is pronounced the fairest, most exhaustive, freshest, and most original of all the literature on the subject that has yet appeared. It is impartial and careful in its evidence, fair and fearless in its conclusions, and its accuracy is vouched for by the most eminent physiologists and physicians.

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Just now, when fifteen States have passed laws that this subject shall be made a study in our Public Schools, the appearance of this exhaustive treatise is most opportune. Certainly every teacher in the land should have it for constant consultation and reference—in fact this, above all other works on this subject should be adopted as a text book. It is itself a cyclopedia, as it contains quotations and selections from over three thousand works which were consulted in its preparation.

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JOHN WILEY & SONS, New York, send us a book of 130 pages, showing *How We Got Our Bible*, by J. Pater-son Smith.

Mr. Smith undertakes to answer the question—"By what right do men 1800 years after the time of our Lord, venture to alter the words of His Revelation? What new information has come to these Bible Revisers?" And he does answer these questions very fully and satisfactorily in the VII chapters of this little volume.

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CASSELL & Co., of New York, send us No. 13 of Cassell's National Lib-

rary, edited by Prof. Henry Morely, entitled *Life and Adventures of Baron Trench*. A volume of about 200 pages. Price 10 cts.

TEACHERS of History, and especially those using or having Sheldon's Studies in General History, will be interested in learning that the *Teacher's Manual*, originally intended to accompany the book, will be ready in about a month.

It will contain summaries of all the results expected to be attained by the student's work, together with suggestions as to class room method, topics for examination, and essay work, and more general views of the subject than can be given in the Student's Edition.

It is to be published by D. C. Heath & Co., Boston.

The Popular Science Monthly for May, comes laden richly with a series of able articles on subjects of immediate practical importance, such as "The Difficulties of Railroad Regulation;" "An Economic Study of Mexico;" "How Alcoholic Liquors are Made;" "The Evolution of Language," and a dozen other topics. The *Popular Science Monthly* should aim to be truthful in its statements, editorially as well as otherwise. Evidently the Editor is indebted to his imagination for the facts on which he bases his opposition to the Blair Bill.

Such men as Rev. Dr. Mayo and Hon. J. L. M. Curry, who speak from personal knowledge and personal observation, state facts exactly the opposite of those found in the editorials of the *Popular Science Monthly*. We know the facts stated by Rev. Dr. Mayo and Dr. Curry to be true.

The Editor of the *Popular Science Monthly* should post himself or quit the discussion.

The Century for May opens with a portrait of Nath'l Hawthorne and a paper on Hawthorne's Philosophy. Gen. Wm. F. Smith defends himself from an unjust accusation, and there is a graphic account of the appearance of James Russell Lowell in presenting his argument in favor of International Copyright. We should like to publish that argument in full.

Mr. Howells does not get far along in "The apprenticeship of Lemuel Baker."

The article on "American Country Dwellings," is of special interest to those who would build a home, instead of a box with a roof over it. It is time we began to build in this country houses in which to remain, rather than a lodging place for a night—and these timely and suggestive articles will tend largely in this latter direction.

The Century Co., New York.

St. Nicholas for May, in matter, illustration, poetry, music, "The Brownies on Roller Skates," "Jack in the Pulpit," Editorials, etc., is up to its very best, including the Sixty-first Report of the Agassiz Association. *The Century Co.*, New York.

The frontispiece of *Cassell's Family Magazine* for May, is called "He Loves Me," and illustrates a poem found further on in its pages. A young girl has been trying the old test with the daisy—the test that Marguerite tried to see if Faust loved her, and one that will be tried on probably to the end of time. "The Welfare of our American Girls in Paris" is discussed by Hon. P. Carterel Hill. There are two or three poems, some short stories, and the fashion letters from Paris and London which of course are interesting at this time of the year. "The Gatherers" is full as usual, and keeps the reader au courant of the world's inventive work. Cassell & Company, 15 cents a copy. \$1.50 a year in advance.

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Last spring I suffered greatly from a troublesome humor on my side. In spite of every effort to cure this eruption, it increased until the flesh became entirely raw. I was troubled, at the same time, with Indigestion, and distressing pains in

The Bowels.

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I have long used Ayer's Pills, in my family, and believe them to be the best pills made.—S. C. Darden, Darden, Miss.

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G. P. PUTNAM'S SONS send us No. 38 of the *Questions of the Day* on "The Physics and Metaphysics of Money," by Rodmand Gibbons, of California.

This is a valuable treatise bearing upon the monetary interest of California.

We are not as familiar with these important matters as we ought to be any of us—and they come very close to us in the solving of these social and commercial problems which confront us just now.

A timely paper appears in the May impression of *The Chautauquan* on "News-gathering in Washington." "The Special Correspondent" is the theme. We understand that this article is to be followed by one on the Associated Press.

"Public Opinion" is a new venture in Journalism started in Washington, D. C., giving us in condensed form, the best things said on Politics, Science, Religion, Statistics, Finance, Rail Roads, Medicine, and Literature, with a summary of the "Wit of the Week" and "The Events of the Week," from all sides. It will save a world of reading and a world of money to those who wish to keep abreast of the times. We commend "Public Opinion" strongly.

THE *Magazine of Art* for May is made particularly timely by an account of the Morgan collections of pictures by Charles DeKay, which is illustrated by engravings from some of the most notable pictures in the collection. Belcroixes "Tiger and Serpent" is given, and so are Albert Ryder's "The Resurrection," Dogan-Bouvet's exquisite, "The Orphan in Church," and Corot's "The Word Gatherers."

The opening article is on "Benjamin Disraeli, Earl Beaconsfield," written by George Saintsbury, and illustrated with reproductions of Millias. There is also the well-filled department of American and Foreign Art Notes. Cassell & Co., 35 cents a copy, \$3.50 a year in advance.

"STRICTLY speaking, all right expense is for the benefit of others. You feed yourself and you clothe yourself only that you may do what God wishes you to do for the benefit of your fellow-men," says Edward Everett Hale in the *Chautauquan* for May.

Do not all teachers teach morals? when they teach obedience to law—punctuality, order, cleanliness, self-restraint—six hours a day? We think so.

THE object of education is not external show and splendor, but inward development.—Seneca.

THE teacher should never be satisfied with knowing that the pupil has the "right idea." Insist that he shall know the subject and be able to state his knowledge clearly.

In a well-regulated school it creates no disorder for a pupil to leave his desk to consult a dictionary, get a reference book, return a borrowed knife, or, in some cases, to leave the room, without asking permission—and pupils should be allowed to do this.

HORSFORD'S ACID PHOSPHATE
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